

# LATIN NOTES

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## Hellenic Civilization as a College Subject

In an article in the *NATION* for November 16, Lucien Price discusses the personality of Alexander Meiklejohn and comments at length on the aim and methods of the new departure in college education which is now in operation with a part of the freshman class at the University of Wisconsin, under the supervision of Mr. Meiklejohn. The usual lecture and class room procedure will be discarded, and teaching will be carried on through discussions in small groups. Moreover, students will not elect "subjects" as in the old days but will center their interests in one topic which will concern them throughout an entire year. Teachers and friends of the classics will be interested in the writer's reaction to the selection of the topic for the first year.

"The work of the first year is expected to be a study of the Hellenic civilization, especially that period of its flowering which is known as the Great Age. The second year's work, as yet undecided, will be a comparative study of some modern industrial civilization, perhaps that of England in the nineteenth century.

"This choice is not surprising. The slant of Mr. Meiklejohn's mind is definitely Hellenic and there has always been in him a bit of the old Socrates. One trait of this is his relish of dialectic; others are his lively humor, his robust good sense, and his detachment from proselyting zeal. He has the serene confidence—Greek through and through—that, win in the short run though such zeal may, in the longer run the force of lucid intelligence and free inquiry can be relied on to carry the field.

"In the history of such forces two thousand years—nineteen hundred and twenty-seven of them, to be exact—may be accounted a short run. And here, be it understood, I speak of the Hellenic tradition quite dissociated from Mr. Meiklejohn, the Experimental College, or the University of Wisconsin. I speak of it as it vitally concerns our land and time.

"As things are in America today, is there anything which young and active minds could study with more profit than the Hellenic civilization? A boy who has once seen our Machine Age from the outside is forever after protected from it. Never again will he be taken in by it, never again accept it as the be-all and end-all. To invent machines may require creative ability of a high order. But this creating of machines is the work of a comparatively few minds, and the use to which the machines thus created are generally put is not creative but acquisitive. Machinery can transmit, transport, disseminate, and popularize. It cannot originate. What, then, will be the quality of the cultural material thus disseminated? Could the age which hailed the printing-press as the salvation of society but see an American newspaper! And what will be the origin of the cultural material to be disseminated? That was the question of the Roman Empire yesterday. It is the question of the American

Republic today. Wipe out America's merely material achievement (as time so surely does) and how much of the imperishable would you have left? How rich a spiritual heritage could American thinkers and artists bequeath to humanity?

"Is a creative force to be liberated in the minds of our youth vigorous enough to originate a culture of our own, based, it is true, on our European traditions, but indigenous to our soil and conferring some unique enrichment on the human spirit? The clearest spring I know, of waters which embolden youth to know itself, to trust itself, to be itself, to 'make music and create,' is Hellas. The Greeks were of our own breed. Their blood runs in our brains. Their powers were not inhibited by a conception of conflict between flesh and spirit gnawing like a canker at the very core of life. No agonizing ascetics, they knew how to take nature naturally. They knew—as Hellenic spirits in every age have known—that it is more blessed to create than to enjoy. Or as that radiant and sunlit Hellenic spirit of Judea worded the same idea: it is more blessed to give than to receive. With this knowledge comes health of mind. A man exercising his creative faculty on a task which he can believe in as an ennoblement and enrichment of human life is a happy man. Passionate absorption in such a task generates of its own momentum a stern self-discipline. Its ethical code happens not to be yours or mine? That is none of our business.

"Youth will no longer be dragooned. *Veto* and *credo* have collapsed. But sincere creative effort also creates a surrounding code of values. It is more noble to create than to enjoy. It is also more enjoyable. That is good which furthers creative effort. That is less good which hinders it.

"It is to some such quarter that I look for that ennobled generation of youth which is so surely coming and for the standards of high conduct which such youth will so surely fashion for themselves. Our prophets of cynicism and unfaith have their value. They demolish shams. But ask them 'Where shall I look for the good and the beautiful?' and your only answer is a scoff to cover their embarrassment. They do not know. It is easy to destroy. To create is difficult. Our apostles of demolition, our sitters in the seat of the scornful may do a useful work. But the world does not cherish the memory of what you destroyed. All the world cares to remember is what you created. The future does not care what you scorned. All the future cares for is what you loved.

"The good and the beautiful, where are they to be found? The war, by deflating traditional Christianity, has jolted this question into the foreground. Does it strike no one as singular, to say the least, that directly the war was over came a flood of books—serious works, many of which have had an astonishing circulation—on Hellenic culture?"

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### A Leading Newspaper's Tribute

This quotation from an editorial in the *NEW YORK TIMES* for October 29 was written in the way of comment on the retirement of Andrew Fleming West from active work as a member of the faculty of Princeton University.

Dean West's invisible monument will rise in every community where classical learning has been nourished by his unceasing effort in emphasizing in season and out of season, through several decades, the permanent values derivable from the proper training in the classics. It is, he contends, one means, if not the only means, "of maintaining the gold standard of education." It was chiefly through his indefatigable interest and his persuasive appeal that funds were given a few years ago for an investigation of the study of classics in America, first, to find the facts about their teaching; second, to analyze them and discover their import; and third, to prepare a progressive, constructive place for their better teaching.

The returns showed that there were approximately a million students in Latin alone in the secondary schools—more than the number in all the other languages combined. It is due perhaps more to Dean West and those whom he has gathered about him in this fight for "the gold standard" that the numbers of students of the classics are growing rather than falling in this "practical" age, even despite the more direct appeal of vocational courses.

### Has Livy No Message for the High School Pupil?

A quotation from a lecture by LOUIS LORD of Oberlin College, entitled "Livy, a Narrator of History," delivered before the California Teachers Association, Southern Section, December, 1926, and published by the Classical Center of the Los Angeles City Schools. Reprinted in *LATIN NOTES* with the consent of the author and of the Director of the Center, Josephine Abel.

... It is, after all, this note of patriotism, to which I have alluded, that Livy strikes most often and with the surest touch.

We speak of the grandeur, the majesty, the dignity of Rome. Nowhere in history do these qualities live as they do in the pages of Livy. When the army of Flaminius had been annihilated at the Trasimene Lake, the disaster was so complete that scarcely a man escaped to bring the news. Here is Livy's account.

"When the first news of the slaughter reached Rome, a crowd of people rushed into the Forum in great terror and confusion. Women were wandering up and down the streets, inquiring of those they met what fresh disaster had been reported, or what was the fortune of the army. Then, like an assembly, the crowd gathered in the comitium, and, facing the senate house, they kept calling for the magistrates. At last, as the sun was setting, Marcus Pomponius, the praetor, appeared and said, 'There has been a great battle, we have been defeated.' Nothing is added—the setting sun, the lengthening shadows, the gathering gloom and the praetor's four tense words—'Pugna magna, victi sumus.'"

But Rome was to undergo another and a worse defeat—the memorable battle of Cannae. Livy hesitates to attempt to describe the situation at Rome among the common people, a reign of terror which any description, he says, would belittle. "One might compare the defeat the Carthaginians suffered at the Aegates Islands, a defeat which caused them to yield Sicily and Sardinia and become tributaries to Rome, and that later defeat in Africa to which Hannibal himself yielded. They deserve comparison in no respect except that they were borne with less fortitude." And later, summing up the situation, he says:

"How much greater was the disaster than all preceding defeats, can be gathered from the fact that the loyalty of the allies (which till that day remained unshaken) then began to waver, for no other reason, of

course, than because they despaired of the government's safety. There deserted to the Carthaginians the following peoples: the Campanians, the Atellani, the Calatini, the Hirpini, part of Apulia, the Samnites (except the Pentri), all of Bruttium, the Lucanians (except those of Ugentium), all the Greek Coast, the peoples of Tarentum, Metapontum, Croton, Locri, and all Cisalpine Gaul.

"Still, these disasters and the desertion of the allies never caused the Romans to make any mention of peace, either before the consul returned to Rome, or after he did return and recall the memory of the disaster that had befallen.

"At that time so courageous was the state that when the consul returned from this great slaughter of which he was himself the chief cause, crowds of all orders went out to meet him and he was publicly thanked because he had not despaired of the state. But if he had been a Carthaginian general, there is no torture which would not have been inflicted upon him."

And, as Mommsen says:—"This was no empty phraseology veiling the disaster under sounding words, nor was it bitter mockery over a poor wretch; it was the conclusion of peace between the government and the governed. In the presence of the gravity of the time and the gravity of such an appeal, the chattering of demagogues was silent; henceforth the only thought of the Romans was how they might be able jointly to avert the common peril."

That is the spirit in which Rome faced defeat, the spirit that abides in men like Regulus and Appius Claudius, like Fabius Maximus and Claudius Marcellus, that "monumental resolution and resignation that is the gift of the lords of human things, the masters of the world."

If history is to be estimated by Quintilian's dictum, "non ad probandum sed ad narrandum," Livy's history is a great success. It will always be read, and it is, in spite of its critical defects, our best, our surest guide of the history of the Roman Republic. The latest writer on early Roman history pays her tribute to Livy by saying that the history of the Kings of Rome as told by Livy is practically substantiated by archaeological evidence. And perhaps we may leave him with the tribute of that prince of Roman critics, Quintilian:

"Let Herodotus not object when Livy is declared his equal, for in his narrative there is wonderful charm and most beautiful clearness, and in his speech there is an eloquence beyond description, for everything which is said is suited not only to the circumstances but even to the character of the speakers; and the emotions, especially those which are more pleasant, to put it briefly, no historian has better expressed."

### On the Teaching of Cicero

Quotation from an article by GRANT SHOWERMAN, University of Wisconsin, published in the *CLASSICAL JOURNAL*, May, 1908.

In thus dwelling upon the underlying causes of Cicero's importance, I have also suggested the main causes of our more or less unconscious tendency to minimize his importance, and have been paving my way toward the recommendations regarding the teaching of Cicero which form the real subject matter of my paper.

Of such recommendations I present only two. The first is: Know more.

In enumerating some of the requisites entering into the equipment of the ideal instructor in Cicero, I would set down, first of all, absolute mastery of the machinery of the Latin language. This may seem gratuitous, but when I call to mind the atrocities of which seniors in college who intend to teach are guilty, I am driven to wonder whether eight years behind the teacher's desk serve to accomplish what eight years in front of it so wretchedly fail to do. Little wonder if



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the study of Latin composition is a deadly bore to all concerned, when the person who conducts it is so lame in vocabulary, forms, and syntax that he dares not remove his eye from the pages of his textbook.

In the second place I may mention—again carrying logs into the forest—an appreciation of the literary excellences of Cicero's language—its fulness, its balance, its absolute ease, its perspicuity. There are too many mere mechanics teaching Latin as well as other literary subjects. A teacher may be a graduate of the most famed university in the land, may possess its highest degree, may have reprints of his learned articles on all our shelves and be the envied recipient of numerous calls to "more lucrative positions," and still be incapable of treating a Latin author as literature because his own nature is thoroughly wooden and pedestrian. It is possible to be a humanist of great reputation without being human. The flower of the plant we call language is the literary art; many who can give you the analysis of the soil, and can diagram the relation of root and branch to each other and to the trunk, are unable to distinguish the beautiful colors of the blossom, and never suspect its exquisite aroma.

My next suggestion is familiarity with a group of subjects historical in nature: first, Roman history in general; second, Roman political institutions, or constitutional history; third, the history of Cicero's own time; fourth, the history of Cicero's own life. The conspiracy of Catiline, the civil wars, and the proscription are not isolated facts: to appreciate their significance one must know the workings of the spirit of democracy throughout the earlier centuries of Rome's existence—the everlasting strife between it and oligarchy, and the various issues in which the conflict was manifest at various times—and realize that the story of Rome is a great example of the truth that "the history of mankind is the history of the struggle for liberty." If Cicero's rise to power, his downfall and exile, his relations with Caesar, and his struggle with Antony are to be understood—and all of these are necessary to the proper comprehension of his works, especially the orations—some familiarity with constitutional as well as political history is indispensable. The ability to repeat glibly that Cicero was born in 106, held the consulship in 63, was exiled in 58, etc., etc., does not necessarily indicate a knowledge of Cicero's life and times. Every event in his life should, indeed, be known; but dates, names, and events are barren without an intimate acquaintance with Cicero himself—his appearance, aspirations, regrets, hopes, fears, tastes, peculiarities, family and social relations—such knowledge as might come from real association with a man, and is to be got in Cicero's case principally from the Letters.

As a fourth requisite, I urge an acquaintance with a group of subjects more or less intimately connected with all study of Latin literature. I mean such subjects as archaeology, art, life, and religion. One book on each of these subjects should be at the elbow of every teacher of Latin. If one is to visualize the man Cicero—his person, his dress, the scenes among which he walked, the objects which he admired, the men whose emotions he sought to arouse—something more than a superficial acquaintance with the ancient city and its life is desirable.

Again, learn Italian. Its illumination of Latin is as great as the profit and enjoyment it yields in itself. The teacher who can speak even a few words of Italian and read the Italian classics looks with new eyes upon the peculiarities of elision, quantity, doubled consonants, and scansion, as well as literary content and spirit. Greek is, indeed, of prime importance to us as the literary fountain of Latin writers: we take it for granted as an indispensable part of the Latin teacher's qualifications; but it should be supplemented by Italian, for the reasons above stated, and for the additional reason that it will make apparent the fallacy of treating

Roman literature as if it were a reflection or a copy or a mere adaptation of Greek literature. Roman literature is an Italian literature. It is indwelt by a spirit of its own even where its content is most Greek. If it is not possessed of originality, then neither are Dante, Tasso, Ariosto, or Shakespeare, Milton, and Chaucer to be classed among creative artists.

My last recommendation is like unto its immediate predecessor. I would have the teacher of Cicero spend a season in Italy. The floods of light thrown on ancient literature and civilization by a sojourn among the scenes and people of modern Italy afford an inspiration which insures life-long enthusiasm to the classical teacher. If an "aspiration is a joy forever, a possession as solid as a landed estate, a fortune which we can never exhaust, and which gives us year by year a revenue of pleasurable activity," the way to riches lies open to us; for the spell of Italy means increased interest in all the products of culture for all the years to come.

You see that what the qualifications as above outlined amount to is familiarity with ancient Roman civilization in general, and with its literature in particular. Breadth of background, fulness of knowledge, richness of intellectual experience, depth of interest—the possessor of these will be rich not only in knowledge, but in the enthusiasm without which the teacher's life stagnates. He will be prepared to teach not only Cicero, but other Latin subjects—and teach them sympathetically. Cicero may not inspire love in us to the extent that Virgil and Horace do; but that rank distaste which many conceive for him is due to one-sided knowledge—or let us be frank and say to ignorance. Those who know his whole career entertain different sentiments toward him.

But I must pause to answer the protests which are rising in your minds. How is the prospective teacher to master all these subjects during a college course? And if he cannot do so then, how is he to do it when teaching five or six periods per day in a secondary school, or even three in a college or university? And how is one to go abroad on a classical teacher's salary? Or even to buy a small reference library? And even were a teacher to become as learned as he would, how could he teach the sum of his knowledge in the short periods given to recitations, which do not suffice for even the elements of his subject? And if he had never so much time, what use in presenting all this learning before pupils of immature years with no powers of appreciation?

I hasten to set myself right, if that be possible. The college course is a beginning, not an end, of preparation. Life is long, and the excellent teacher is a development. Breadth and depth of knowledge and thorough command of subject are acquired only through prolonged experience, noble discontent, and unceasing aspiration. To keep on growing in skill and equipment is the indispensable thing.

But neither growth nor inspiration will long continue if the professional tools are not kept bright and sharp, and the hand constantly trained to greater skill in their use. The instruments of the teacher are books. One book each on the subjects above suggested would constitute a library on Cicero which would also serve for all the subjects taught by the teacher of Cicero. The total cost of an equipment covering these subjects might be fifteen dollars;\* yet how many there are whose libraries contain little else than the textbooks presented by generous publishers! A carpenter or a goldsmith would not think for a moment of doing without the tools of his trade, or of resting content with poor ones, or, least of all, with borrowed ones. No teacher who goes without books, or depends upon library books only, will ever master his subject. His

\*Editor's Comment.—Note the date of this article.

occupation will sooner or later become the vilest of trades instead of the noblest of professions.

But now that I have insisted on thorough preparation and continued growth, let me bind up my second suggestion with my first, and present you my complete text in a paradox: Know more and teach less. It is neither Roman religion, nor Roman life, nor Roman archaeology, nor history, nor the life of Cicero, nor constitutional history, nor yet literary history, which you are employed to teach. These are only accessory. Your real effort must be to communicate a knowledge of the Latin language, of the literature of Cicero, and of the spirit of Roman civilization. The first is more or less mechanical—the memorizing of words, the mastery of forms and syntax, the translation of the ordinary Latin sentence with ease and accuracy, the realization that Latin is the greatest ancestor of English. The second is literary—the appreciation of artistic form and rich content and the manifestation of such appreciation by exact and tasteful rendering into English. The third is more spiritual—it comprehends the others, and includes further that genial understanding of a civilization foreign in space, race, and time which is so large an element in our appreciation of the significance of history and the meaning of life.

These are the prime objects in the teaching of Cicero. It is to secure these in all their fulness that the instructor should be possessed of the equipment I have suggested. Not that he ought to give exhaustive accounts of the deep things of Roman archaeology and Roman history. No one whom much learning hath not made mad would think of lecturing to a Cicero class on constitutional antiquities or religion, and no one not so beside himself with excessive graduate study or "scholarly" contribution to learned classical journals as to have lost the power of estimating the interest and ability of high school pupils would attempt to make these outlying fields of learning objects in themselves. You may know how to paint a cypress tree perfectly; but what of that, if your students are suffering shipwreck of interest because you do not make antiquity and its language live for them? You may have spent last year in Rome, but your pupils will not see, so clearly as you think you do, the importance of knowing the exact measurements of the baths of Caracalla, or the various theories as to the orientation of the Curia under the Republic. You may be intensely interested in moods, tenses, sounds, and forms, but you will do better by the classics to omit fine-spun theories of the subjunctive in class and provide an outlet for your enthusiasm by contributing an article to the world's literature of humor as it appears in learned periodicals. What young people in the classics need is not so much learned disquisitions on the comparative merits of the claims of hen and egg to priority as intimate introduction to the real products. It is high time that instructors of both high school and college students began to cultivate a realizing sense that young people of the narrow range of intellectual experience possessed by their pupils are not to be treated as incipient seminar students.

The skilful instructor will not come to class with learned notes—*doctis, Iuppiter, et laboriosis*—to be dragged in, dead and heavy, nor with his head crammed with erudition for use during that particular recitation, but will stimulate his students as occasion arises by illuminating though unpretentious comment which flows without effort and spontaneously from a mind richly stored with well-digested knowledge. He will be an interpreter of Cicero and his civilization, a mediator between ancient and modern times. The glory of his teaching will be not only that he secures mechanical results, but spiritual—not only the mastery of a language, but the appreciative condition of mind which we call understanding, and without which the student

may hardly be said to have acquired culture, however great the number of facts at his command.

To conclude, I mean by my paradox that what the teacher of Cicero most needs is: first, more background, to enable him to appreciate thoroughly the peculiar qualities and the great importance of his author; and second, balance sufficient to insure his recognition of the relative importance of foreground and background in his instruction.

### A Significant Comment

A correspondent comments thus on the article in the October issue of *The ATLANTIC MONTHLY*, entitled "Chaos or Cosmos in American Education":

I regret that in the column or more devoted to Latin there is no recognition of the new movement as embodied in the Classical Report, which has been rapidly and widely accepted throughout the country. The statement on page 500 with reference to the required books and orations of Caesar, Cicero, and Vergil is no longer correct in view of the acceptance by the College Entrance Board (Document 120) of the recommendations of the Classical Report and the abolition of all specific requirements as to kind and amount. Some of us have been working for twenty-five years throughout this country to secure the liberty necessary to develop the educational values of Latin. This liberty has now been secured. The writer's comments, of course, naturally deal with the past. However, I am sorry that the article does not inform the public of the vastly different status now potentially, at least, inherent in the present program.

Is it not surprising that, while Latin teachers have studied intensively and have incorporated in their syllabi the constructive program of the Classical Report, and while the College Entrance Board has now made such a program possible, yet no person in the educational field, where we might have expected the most ardent support, has even called attention to the constructive program proposed?

### An Experimental One-Year Latin Course in College

[NOTE.—So many queries come to the SERVICE BUREAU FOR CLASSICAL TEACHERS regarding the content of a one-year Latin course in college for students who need the credit but do not expect to continue the subject or to use it as a basis for the study of law or medicine, that it seems desirable to publish from time to time outlines from well-known institutions. Perhaps some one who has solved the problem of a one-year course for the prospective law or medical student will contribute his experience for a later issue.—EDITOR.]

The Hunter College of the City of New York demands that all students who have not had either French or German or Latin in their preparatory school pursue the study of such language for one year during their stay in college. Until September 1925, Latin was taught to these students from one of the ordinary first year texts and the completion of that book was followed by a course in simplified Caesar. Students evinced little interest and did their work in a corresponding manner. The Department, therefore, determined to bring about a reform. The underlying idea was to connect the work with the previous experience of the girls, most of whom had studied French or Spanish for three or four years, and completely to disregard the connection with classical Latin, so-called. The Supervisor of Modern Foreign Languages in the High Schools kindly furnished the prescribed word lists for French and Spanish. From these, we culled the words common to both lists and built from them a vocabulary of Latin words numbering about eight hundred vocables, five hundred of which were again selected as the basis on which to construct the course. In the end, the word list consisted of 40 nouns of the first declension, 57 of



the second, 65 of the third, 12 of the fourth, and 3 of the fifth; of 45 plus 25 adjectives; of 9 pronouns; of 41 verbs of the first conjugation, 18 of the second, 47 of the third and 12 of the fourth; and of about 20 adverbs, prepositions, and conjunctions. The composition of the list was of great interest in other respects, such as relation to English derivatives and to classical Latin, but that need not be discussed here.

The aim of the course was to familiarize the students with the common accidence, and with those syntactical constructions which would be required to enable them to read simple Latin. In the background was the opinion that the reading material should be selected from writers whose language approached closely the constructions of the modern languages. It was thus clear from the outset that it would have to be taken largely from the writers of the transitional period and of the early middle ages. This plan recommended itself to us also from the cultural and historical viewpoint, since the selections would furnish a knowledge of the customs and manners of the centuries from, say, 500 to 1000 of our era.

As it is a sound principle to proceed from the known to the unknown, about a week (three recitations) was spent on showing the students the changes accompanying the transition from Latin to Romance. The *corpus vile* for the teaching was found in the famous Oath of Strassburg. This was put before the class, with a modern French version and a verbatim Latin translation below it. From this the students were led to establish the most important vowel and consonant changes.

Since Romance nouns are developed from the accusative, this was the first case taught, and taught simultaneously for the first three declensions. From there we went back to the nominative, and to the other cases, emphasizing always the replacement of inflection by prepositional construction. In the same way the verbs were taught. Little attention was paid to names of constructions; the stress always rested on function rather than on principle. By the end of the first semester the students had completed three declensions and the whole indicative. Altogether there were twenty-six chapters for the whole course, and we were ourselves agreeably surprised to find that by that time practically everything had been taught which the usual high school class has to study. In teaching, the procedure was always from the modern language to the ancient, and even the vocabulary was treated in that way. Each chapter also contained both drill and translation exercises and these in turn served for conversation. No attempt was made to connect the lesson with ancient Roman culture, because we worked toward the medieval side of literature.

There were left, after completing the course, five weeks which were devoted to reading and review. The reading material was selected from Clark and Game's *SECOND LATIN*.

To-day, after over two years of experience, and after having taught about 800 students, we flatter ourselves that we have at least achieved this much: the listlessness and bored attitude of the classes have given way to the liveliest interest, which in its turn has stimulated the instructors, so that even those among us who were at first hampered by our own lack of familiarity with the linguistic problems involved and with the reading material have been led into new fields of study. What is worth more, the students themselves say that they realize practical benefits from the work for their modern languages. Finally, from the classes has come a demand for the continuation of the study, so that we are now engaged in making up a third semester reading course from medieval sources and hope within a short time to have a satisfactory class in medieval Latin, which we trust will have a great cultural value.

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## Distraction in Secondary Work in Latin

(Quotations from an article by JENNIE R. LIPPMAN, Mary Institute, St. Louis, which appeared in the *CLASSICAL JOURNAL*, November, 1907.)

It is with regard to the amount of grammatical knowledge to be mastered, and the amount of knowledge of related subjects to be absorbed, that we teachers of secondary Latin stand in sore need of advice as to what not to do. Professor Johnston told us several years ago that we must not make the little girl cry, and has more recently given us the cheering assurance that a little syntax really goes a long way. But how much? Must it, can it, include a knowledge of all the usages in the Caesar and Cicero read, or are there, even in preparatory Latin, some things that break through syntax and escape? And must it include the ability to name and classify these usages as well as to understand them? And, if so, what names are we to use—the old, or the new, or both, including those about which learned editors differ or to which they refer guardedly as the “so-called” dative or ablative of this or that?

I am afraid my own teaching of Latin was dominated, perhaps vitiated, for years by the fact that I found, in one of the first sets of college entrance questions I encountered, the direction, “Classify all the ablatives and subjunctives in this passage”—the passage being a page of Cicero. Now I am beginning to hope that, for a while at least, until we return or advance to surer ground in the matter of terminology, college entrance boards may feel that such a demand would be indiscreet, and likely to embarrass the reader as well as the writer of the paper.

To be sure, Professor Rolfe in a recent number of the *SCHOOL REVIEW* expresses a sort of grieved surprise that the average college freshman fails to distinguish between the ablative of manner and the ablative of attendant circumstance. The distinction, he says, is obvious. But is not the corresponding distinction equally obvious in English? Then why comment on it if a correct rendering shows that it is understood? In English, French, or German a bridge might fall with a mighty crash, or the winds rush forth from their cave with a mighty roaring of the mountain, with never a note to divert one's attention from the interesting fact. But not so in Latin. For unless the names of constructions be forced upon a student's consciousness out of season as well as in season—that is, in the reading lesson as well as in the grammar lesson—there is grave danger that he will merely feel their force and not the sweet reasonableness of this or that label. Again in English, French, or German one may act according to one's usual custom, without having one's motive unpleasantly scrutinized and commented upon in pedagogical journals. It seems almost indelicate not to grant the same privilege to those wretched women and children stretching forth their hands from the walls of Bratuspantium, especially at so critical and harrowing a juncture.

Grammatical terms there must be, and perhaps more for ancient than for modern languages; but why so many more, when the shades of thought to be expressed are no more numerous or subtle? Many a grammatical term that is meaningless before the usage it names is understood from the context, becomes useless after the usage is understood, except, possibly, for a college entrance examination, or for college specialization in Latin syntax.

Such limitation of aim in the matter of syntactical knowledge and terminology would render possible its relegation to the grammar lesson, and with a wisely edited school text ought to free the preparation of the reading lesson from at least one element of distraction—the distracting system of grammar references, and the still more distracting system of cross-references. The conscientious student who looks up all his notes is, like

poor Mettus Fufetius, torn asunder, distracted, to use Livy's term, mind and body, by the four-horse team of grammar, preceding notes, vocabulary, and introduction, until he quite forgets what he is reading about. Small wonder if one pony occasionally seems to offer a safer and pleasanter means of reaching one's destination! Grammatical help there must be, and abundant help. But why can it not be given directly? It is not a pleasant or helpful thing, when one is interested in one passage, to be invited to stop and look up another; nor is it always quite clear to the youthful mind why one should have to lose one's place and forget the beginning of a sentence while hunting for necessary information in another book, when a word or two, the suggestion of a preposition or auxiliary, a few words of translation, would probably give all the help needed. It is still less pleasant and helpful to be forced to look up a reference that gives no additional information at all, but merely a label, in return for the labor of turning over leaves and the interruption to one's train of thought. I believe the average school boy's disinclination to look up notes which, under pretense of helpfulness, try to force upon him information which he does not want or need at that particular time, is pedagogically justifiable, and due, in part at least, to an instinctive respect for his author's continuity of thought and his own. And it is rather futile, after deliberately depriving a passage of its freshness and force by such unnecessary disintegration, to try to restore these artificially; for instance, to call upon the fifteen-year-old reader, struggling with the first chapter of the Gallic War, to observe "how the Latin plays upon the position of words to produce all sorts of shades of rhetorical emphasis"; and, later in his course, to demand a conscious and conscientious thrill whenever Cicero and Vergil drop into rhetoric, by exclaiming, "Note the forceful anaphora, or asyndeton, or chiasmus, or oxymoron!"—strange creatures encountered nowhere else in the high school course.

It is in connection with the reading of the classical authors in our over-edited school texts that this question of distraction is most serious. And here the more difficult part of the problem is to decide, not how much syntax is essential to the understanding, but how much related knowledge is essential to the appreciation of an author. It is not syntax, that is mainly responsible for fifty-six notes on the first chapter of Caesar, for eighty pages of introduction and one hundred and sixty pages of notes on about half as many pages of Cicero's text, for eighty-two notes on fifty lines of Vergil. The value of enriching and vitalizing school courses is self-evident; but there is at present such a tendency to over-emphasis in this direction that it is a distinct relief to find in the Journal editorial comment on the young "doctors of philosophy who are doling out random bits of erudition to somnolent classes."

As to the amount of related information to be imparted, it may well be asked whether a student needs or can assimilate more detailed information, more of the minutiae of scholarship in connection with his Latin reading than he needs for his English, French, or German reading. Perhaps the greater remoteness of the subject-matter demands that he be told more of the Roman art of war while reading Caesar than of modern warfare in studying our own Civil War, more of the Roman constitution while reading Cicero than of the English while reading Burke.

But whether as much information or as little information as possible be given, it is certainly important that it should be given at such times and in such shape that it will be a help to the student and not an interruption or distraction. The notes to be used while he is struggling to comprehend a passage should contain all that is immediately essential to its comprehension, and nothing else; all other matter should be relegated to

topical introductions or reviews. Perhaps much of it might better still be relegated to special editions for the teacher's use, to be given to the student orally, with the freshness and impressiveness of apparent originality and spontaneity, or wisely withheld when obviously intended only for teachers or other scholars.

### A Suggestion for a Supervisor of Latin in a Large City

Margaret T. Englar, Supervisor of Latin in the schools of Baltimore, conceived the idea some time ago of occasionally issuing for the Junior High School teachers a mimeographed bulletin containing an account of any method or device which a teacher might have found especially helpful in her work. In discussing this project, Miss Englar writes: "The purpose is an exchange of ideas, and thus far we have had an abundance of material giving evidence of the enthusiasm and ingenuity of our teachers." The article that follows is an illustration of the practical nature of this material. Others appear from time to time in the list of mimeographed articles sent out by the SERVICE BUREAU.

#### THE ASSIGNMENT AS A HELP TO HABITS OF STUDY

By ANNIE C. HENSHAW, Robert E. Lee School, Baltimore

This semester I have made a closer study than usual of the assignment as a means of promoting class habits of study. 9A-3, the home class assigned to me in February, was a group of sixteen boys and thirty-three girls—a group of varied school experience, in no sense a working unit. Two boys and four girls had been repeaters in 9B grade; eight girls had only two months of 9B Latin; two other girls, through personal illness, had missed 9B altogether, and one boy had been ill during all of December and January. These eleven misfits, therefore, had to be got into working condition with the larger group beginning second term Latin; and the whole class had to be taught that studying Latin meant much more than reading the assignment over several times. Lessons after school for a few weeks and special assignments of drill on forms brought the beginners into fair shape to work with the larger group.

However, as a whole, the class had shiftless ways of getting the work for the day. To correct these, I prepared each day and wrote on the board a carefully planned assignment of work to be done at home. The "at home" part was made a point of class honor and was fairly well carried out. At least, "borrowings" before school ceased to be offensive. Then, that the assignment might have a definite place in each day's work and so be the greatest possible help to each pupil in his work at home, the recitation period was divided sharply into a review of the previous assignment, an advance into new work, and a new assignment based on the pupils' summary of the new work. When a new fact in grammar had been taught and illustrated, the pupils made definitions, formulated rules, and gave illustrations. The assignment had been planned to extend the knowledge they gained in class. It gave at least one definite problem to work out, one or more rules to write, some facts to review, and some original illustrative work. Thus, when the new work had dealt with the ablative of the personal agent, the pupils in class summarized the characteristics of this use, perhaps as follows:

1. A person in the ablative case
2. Used after the preposition a, ab
3. Used with a passive verb

The assignment, with page and paragraph references, called for a list of these ablative phrases in the given exercise; a translation of the sentences in which the phrases were used; the writing and learning of a rule for this form; the translation of a simple English sentence into Latin; an original Latin sentence illustrating this use of the ablative; and an oral summary



of all uses of the ablative already learned, with an example of each use.

The home work, thus definitely planned, tended, in this class, to stabilize habits of study and to make a working unit of the group. No phenomenal result was achieved, but almost every pupil worked fairly up to his ability and gained a fairer measure of confidence in his own power to work. As a result, nine boys and twenty-two girls passed in Latin at the end of the term. Of the eleven February misfits, five girls passed, one of them leading the class; two others, with a few weeks more of work, would probably have passed; the other four never quite reached the class level.

On the last day of the term, I wrote on the board the following questions and asked the class to write an honest and frank answer to each:

1. Have the assignments in Latin been clear?
2. Have they given a definite problem to be solved?
3. Have they provided enough material in rules, references, and forms to enable you to work out the problems involved?
4. Is a written or an oral assignment more helpful?
5. What fact has kept you from greater success in Latin?
6. Can you suggest anything that might have helped you in studying Latin?

The reaction of the class to the questions was interesting and rather uniform. About nine-tenths answered *yes* to the first three questions and preferred a written assignment. Most pupils thought harder study would have given greater success, a few wanted more time,—just as their teacher did—and one thought a smaller class would have given a better chance to every pupil. There were few answers to the sixth question and these were rather vague. On the whole, I believe this class recognized the value of a definite assignment and gained something by having it.

#### Professional Literature

"For what classical magazine ought I to subscribe?" This request comes frequently to the SERVICE BUREAU. In reply, a list such as the one that follows is generally sent with the suggestion that sample copies be secured for examination.

CLASSICAL JOURNAL, W. L. Carr, Secretary, University of Michigan. \$2.50, or \$2.00 for members of the Classical Association of the Middle West and South and certain others.

CLASSICAL WEEKLY, Charles Knapp, Editor, 1737 Sedgwick Ave., New York City. \$2.00.

LATIN NOTES, SERVICE BUREAU FOR CLASSICAL TEACHERS, or AMERICAN CLASSICAL LEAGUE, Secretary, Rollin H. Tanner, New York University, New York. \$1.00 with membership in the League or 75 cents for the subscription alone.

The professionally-minded teacher should also keep in touch with leading educational journals in order to know what is going on outside of her own subject. Among the best-known publications are SCHOOL AND SOCIETY (Science Press, Grand Central Terminal, New York City—a weekly, \$5.00) and THE SCHOOL REVIEW (University of Chicago Press, a monthly, \$2.50).

Moreover, since one of the claims for the study of Latin in our schools and colleges has been the cultural value attached to the fact that a knowledge of Greek and Roman civilization forms an interesting background for the interpretation of that of today, teachers should have at hand (or at least be able to consult freely) such publications as keep them informed of significant events and trends of thought not only in the United States but in other countries as well. Assuming that all readers are familiar with such home sources as THE LITERARY DIGEST, TIMES, THE LIVING AGE, THE NATION, THE NEW REPUBLIC, THE

ATLANTIC, etc., the editor takes pleasure in adding to the list an English journal which seems to her indispensable for anyone who wants to watch world events—namely, THE MANCHESTER GUARDIAN. This is published weekly and may be secured from the office at 220 West 42nd St., New York, for the subscription price of \$3.00.

#### The Minimum Material Equipment for Efficient Teaching of Latin

1. A good English dictionary
2. An accredited Latin grammar
3. The Classical Journal, W. L. Carr, University of Michigan, Ann Arbor, Mich.
4. Latin Notes, Service Bureau for Classical Teachers, Teachers College, Columbia University
5. Your own state educational journals, general and for Latin
6. Latin-English and English-Latin dictionary
7. A mythology textbook
8. An ancient history
9. Private Life of the Romans, Johnston; Scott, Foresman and Co., publishers.
10. Relation of Latin to Practical Life, F. E. Sabin, 435 W. 119th St., New York City, or the Baker and Taylor Company
11. One good reference book for each year of the course
12. Five books of fiction with a classical background

This list of course does not attempt to include textbooks or books for extra translation, of which no teacher can have too many.

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#### True-False Test in Syntax

To the pupil: Read the statements below and in the margin mark those you consider correct with a + sign. Mark those you consider wrong with a — sign.

1. Nouns and pronouns in apposition with other nouns or pronouns agree in gender and case but not in number.
2. The predicate adjective agrees in case, number, and person with the subject.
3. All adjectives do not agree in gender with the nouns they modify.
4. The subject of every finite verb is in the accusative case.
5. The dative is the case of the direct object.
6. The prepositions *in* and *ad* are used with the ablative case to express place whither.
7. The accusative is the case of the direct object.
8. The finite verb does not always agree with its subject in person.
9. Prepositions are used with both the genitive and the ablative cases.
10. The vocative is the case of address and is spelled like the nominative.

A Part II in which Latin examples are given instead of the rule can easily be arranged.

—Sister Marie Victoire

College of St. Elizabeth, Convent, New Jersey

#### Student Publications in High Schools

One who is watching the teaching of Latin in secondary schools cannot fail to be impressed with the increasing number of Latin departments which publish a leaflet at stated times throughout the year. Since these are managed by pupils who are supposed to look upon a faculty advisor only as a source of friendly suggestion and aid in times of stress, it is of course entirely possible to find grounds for criticism from the point of view of the grown-up Latinist. But when one observes the remarkable work which some of these bulletins are doing in connection with short articles in

English dealing with Roman life, he can see possibilities for usefulness which the wise teacher will not scorn.

### The Lord's Prayer

St. Jerome, 385 A.D.

Pater noster, qui es in caelis,  
sanctificetur nomen tuum,  
adveniat regnum tuum,  
fiat voluntas tua,  
sicut in caelo, et in terra;  
panem nostrum quotidianum  
(vel supersubstantialem) da nobis hodie;  
et dimitte nobis debita nostra,  
sicut et nos dimittimus debitoribus nostris;  
et ne nos inducas in tentationem,  
sed libera nos a malo.

## MATERIAL FOR DISTRIBUTION

### I. In Mimeographed Form

*This material is lent to teachers upon payment of postage, or is sold for five cents per item unless otherwise indicated. The numbering is continued from the November issue of LATIN NOTES. Those who have not been taking the NOTES for the past four years should secure the list of material known as LEAFLETS I-II and III. These are sent out free of charge upon request.*

283. The Latin course in the High School at Atlantic City, New Jersey.
284. Roman customs in modern life: references to paragraphs in Johnston's Private Life of the Romans (Scott, Foresman and Company). Prepared by Dr. Robert V. Cram of the University of Minnesota and Marie Denneen of the North Carolina College for Women. Ten cents.
285. How a Roman spent his day: a short bibliography for a Latin Club. Quoted from PEGASUS, a bulletin published by the Latin department of the John Marshall High School, Cleveland, Ohio.
286. Cicero and his times: an outline for a class project.
287. Class room devices for teaching English grammatical forms and usage in connection with first-year Latin. Prepared by Mason D. Gray, Rochester, N. Y.
288. Teaching the subjunctive mood. Prepared by Mabel C. Sti Non, formerly an instructor in the Hampstead Hill Junior High School, Baltimore.
289. Making home work in the 7-A classes attractive. Prepared by Alice M. Lewis, Southern Junior High School, Baltimore.
290. Teaching clauses of result. Prepared by E. Ethel Linton, Clifton Park Junior High School, Baltimore.
291. The place of Latin in the curriculum: an extended bibliography by Dr. Wren Grinstead, University of Pennsylvania.
292. Some rudely-cut inscriptions in the catacombs at Rome, used by the early Christians as a place of burial. (Easy to translate and full of human interest.)
293. The topical method in the study of Vergil, by Frank J. Miller. Quotations from an article published in the CLASSICAL JOURNAL, February, 1908.

### II. Latin Notes Supplements

- A Classification of Supplements to Date. For details, see LEAFLETS I-II and III and back issues of LATIN NOTES.
- Material dealing with Vergil, I, II, III
- Material dealing with Cicero, XIII, XIX, XXI, XXVII, XXVIII, XXXIII
- Material dealing with Caesar, V, XVII, XVIII, XXXII, XXXIII
- Equipment, X, XXXI (a list of pictures dealing with classical mythology with catalogue references).
- A method in sight reading, XXV

Latin as an aid in English, XXIII

Teachers' training courses in Latin, XXX

Latin Investigation Report—a summary, VII

Reading content for the first three semesters, XI; passages for first year, IV, XIV

Value of the classics, XX (Greek), XXVI (science), XXIX (French), XXIV

Roman life, XII, XVI, XV (stories about the Forum)

Material for clubs, VI, VIII, IX

Miscellaneous, XXII

### Special Mention

Supplement XXVI, "Technical terms in high school science with their Greek and Latin derivations," prepared by Dr. Gonzalez Lodge, is now ready. Price 20 cents. This is based upon a list of scientific terms compiled by S. R. Powers of Teachers College and published in the TEACHERS COLLEGE RECORD of November, 1926. Classical teachers will find this invaluable in their efforts to make the acquisition of Greek and Latin vocabulary of some practical aid to the science student, and it should be as heartily welcomed by the teacher of science.

Supplement XXXIV, Points in Roman history important for an understanding of Cicero's orations, prepared by the OHIO SERVICE COMMITTEE is not yet through the press.

### III. Bulletins

- VII. The Roman Forum: a 40-page pamphlet containing an interesting and non-technical account of the Forum from its beginning to the present, beautifully illustrated with fifty half tones. The author, Dr. Ralph Van Deman Magoffin, head of the department of Greek and Latin at New York University and president of the AMERICAN CLASSICAL LEAGUE, while keeping in mind the needs of classical students and teachers, has not lost sight of the interests of the cultivated layman. Price 25 cents plus postage. The reader may have noticed that through an error this bulletin was listed in the November NOTES as Number VI.
- VIII. English and the Latin Question, by Stuart Sierman. An address delivered before the Latin Section of the Illinois High School Conference at Urbana, Illinois, in November, 1911. It has appeared in print in the form of a bulletin and also as an article in certain periodicals. Permission to use it again has been obtained from the Departments of Classics and English, University of Illinois. One of the most concise and convincing statements of the value of Latin for an understanding of English classics that has ever been written. Price 20 cents. Ready late in December.
- IX. Paris of Troy: a pageant-play by Edith May Shearer, Salem, Mass. Price 15 cents. Ready late in December.

### Announcements

The series of leaflets called LITTLE STUDIES IN GREEK FOR THE LATIN TEACHER, prepared by Dr. Jane Gray Carter of Hunter College and sold by the SERVICE BUREAU FOR CLASSICAL TEACHERS, is about to appear with certain changes as a textbook. This is published by Silver, Burdett and Company, Newark, N. J. Address this firm for information as to price.

Harold G. Thompson, Classical Supervisor for the state of New York, writes as follows regarding the publication of the Revised Syllabus:

"It is hoped that this document will be in printed form and ready for circulation by January, 1928."

The translation of Huelsen's new book entitled "The Roman Forum and the Palatine," prepared by HELEN TANZER, Associate Professor of Classics at Hunter College, is now in press. Orders should be sent to A. Bruderhausen, 47 West 47th Street, New York City. \$3.50.